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ABSTRACT

The project was an effort to investigate local leadership structures and issues related to government, and to develop out of this a curriculum for teaching English to Micronesian adults. The process involved (1) gathering data (recorded adult perceptions of government functioning) by a writer traveling throughout all of the local districts and (2) workshops for Adult Basic Education (ABE) teacher training specialists to further develop and translate the materials. Throughout the process, materials were continually exchanged with the local districts for review. An attempt was made to develop simple materials in the beginning to motivate learners to complete the second section of the course, Government Structure. Stories in the student reader are printed in nine languages. The staff felt that they successfully put together relevant teaching materials (14 publications or filmstrips including reference and Federal program lists). The bulk of the document consists of excerpts from the developed teacher's guide and student reader, illustrating the contents and the manner in which the materials could be used. Appended are workshop agendas, a map of the Trust Territory, a list of cooperating agencies, names and addresses of ABE specialists, and the participant characteristics form for adult education teacher training projects. (Author/MS)

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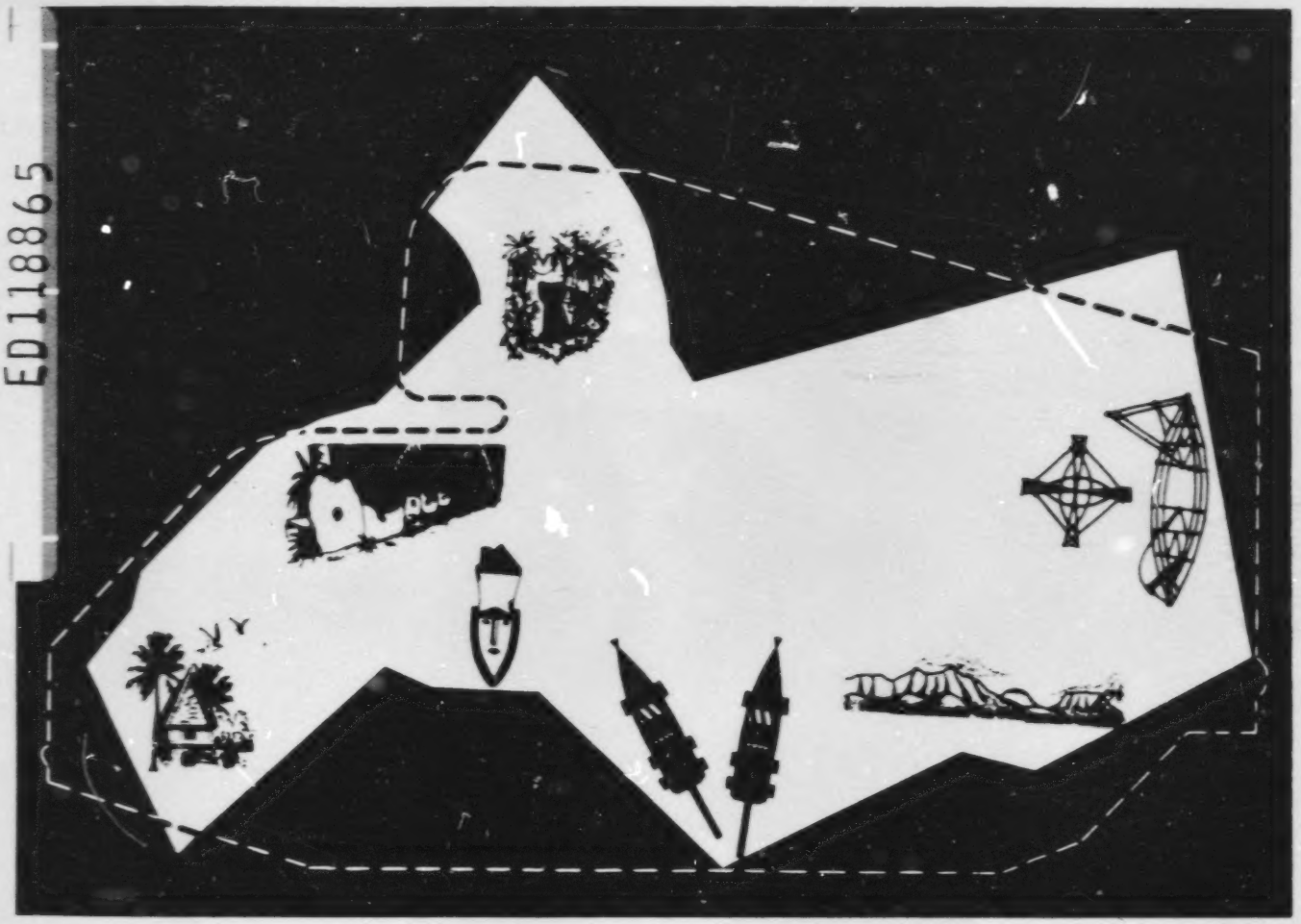

UNDERSTANDING OUR GOVERNMENT

ADULT BASIC EDUCATION 309

FINAL REPORT

Dr. Betty H. Tuck

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FINAL REPORT

(Federal Contract No. OEG-0-74-3222)

Fiscal Year 1975

IMPROVING STATE ADMINISTERED ADULT EDUCATION SERVICES IN THE TRUST TERRITORY OF THE PACIFIC ISLANDS

The project reported herein was performed as part of a grant from the United States Office of Education, Department of Health, Education and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement by the United States Office of Education should be inferred.

Prepared by: Dr. Betty H. Tuck, Project Director for
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PROPOSAL SUMMARY

IMPROVING STATE ADMINISTERED ADULT EDUCATION SERVICES IN THE TRUST TERRITORY OF THE PACIFIC ISLANDS

1974-75

A Special Demonstration Project under 309(b) of the Adult Education Act.

Initiated by the ABE Supervisors of the Trust Territory of the Pacific Islands

Written jointly with the Trust Territory Department of Education and the Far West Laboratory's USOE Region IX ABE Staff Development Project

Objectives:

1. To provide a multilingual model and training for ABE curriculum development in the area of reading and oral language (based on validated psycholinguistic principles).

2. To bring about increased cooperation between the Departments of Education, State Department and Department of the Interior, as well as the Attorney General's Office and the Office of Public Affairs, in the interest of developing higher priorities for adult education in Micronesia.

3. To improve coordination and communication between existing adult education services and staff.

4. To disseminate to adult students information about their local governments and their options for political status in the future.

MICRONESIA - UNDERSTANDING OUR GOVERNMENT

Teachers' Guide and Adult Reader

INTRODUCTION

This project was joint effort between the Trust Territory Department for Education and Far West Laboratory for Educational Research and Development. It was an outgrowth of the 1973-75 USOE Region IX Adult Basic Education Staff Development Project directed by Dr. Betty H. Tuck.

Since a basic concern in working with newly developing countries is the development of local capability, we have made considerable effort to involve as many appropriate local people as possible. Pages 13 through 16, taken from the Acknowledgments in the Teachers' Guide, is a list of the people who helped to make this project possible. This list of names and offices hardly pays adequate tribute to the openness and generosity of the men and women of Micronesia and to the Laboratory staff who worked with us to complete these books within the allotted time.

HISTORICAL PERSPECTIVE

In the Bureau of Adult Vocational and Technical Education (BAVTE) in Washington, D.C., since the passage of the Adult Education Act, there has been considerable effort to keep a focus on staff development as well as on development of innovative materials and curriculum to serve undereducated adults. In 1973 a request for proposals was sent out that called for, among other things, joint efforts with State Departments (Territories) to strengthen their services in Adult Basic Education. With the permission of David Ramarui, Trust Territory

Director of Education, we responded with a joint proposal.

The purpose of this proposal grew out of USOE Region IX ABE Staff Development workshop held by Felix Rabauliman, Territory Director of ABE, and Betty Tuck, ABE Staff Development Project Director at Far West Laboratory. That workshop was the beginning of a series of meetings aimed at helping to train ABE Supervisors for all of the districts.

BACKGROUND

"It can't be done," followed by..."but I'd like to try." In July of 1974, these were the words of John Laue, free lance writer, adult educator and elementary school teacher. The two books done with Micronesian educators and public affairs personnel would not have been possible without the leadership and senstivity of John Laue who was hired to become the writer, editor, and "jack-of-all-trades" on this project. His willingness to submerge himself in his work, to try to understand the complexities of the Trust Territory district governments as well as the future political options, and to look at all of this from the point of view of a Micronesian adult wanting to learn English or a Micronesian teacher wanting to teach the language arts in English made him an ideal candidate for this position. The success of his effort is manifested by enthusiastic acceptance of these books by the Department of Education and the District staffs,as well as by the assignment of a new grant from the Trust Territory Adult Education Program for the support of an implementation stage in FY '76.

John Laue is spending the first six months of FY '76 helping the Terriotry Director of ABE, Felix Rabauliman, to organize the ABE classes in each district and train staff, as well as other interested teachers,

in the use of these materials. At this writing four workshops have been held in cooperation with the Office of Public Affairs and the Education for Self Government staff. In spite of the complexities of communication, the project has been completed on time. The secret: MOTIVATION of Micronesian people to "Understand Our Government," and to develop the necessary expertise to organize and conduct an effective ABE program. ABE program specialists commented that possibly the single most motivating factor in Micronesian adult learning had to do with questions of political options for Micronesia's future.

During the workshop in September, 1973 the Director of the Office of Public Affairs, Strik Yoma, spoke to the ABE program specialists about the Education for Self Government effort from his office. It appeared that there would be a possibility of ABE cooperating with the Office of Public Affairs in the production of materials for adults in a multilingual approach, including English. In addition to discussions of the possible future status of Micronesia, each district program specialist was asked to explain governmental structure of his local district and relationships to traditional or hereditary leadership. From an understanding of these relationships it was expected that the adult learners could then better generalize the Education for Self Government materials.

In the course of these discussions it became apparent that district government and traditional leadership relations were highly complex -- and at the same time highly relevant to the total understanding of 20th century issues. A request was made to Far West Laboratory to seek funds to allow ABE Specialists to investigate and clarify local leadership

structures and local people issues related to workings of government, and to develop out of this a curriculum for teaching English to Micronesian adults.

The 309(b) RFP (Special Demonstration Grants in ABE) offered the opportunity to fulfill this request. There were some concerns in the Bureau of Adult Vocational and Technical Education that such a project, dealing with the Micronesian political situation at a critical time when Ambassador Williams was involved in the Mariannas negotiations, might be a problem. However, with reassurances and some trust, the DHEW USOE Deputy Commissioner and Regional Commissioner supported this joint effort to concentrate on methods and processes involving teaching adults with materials drawn from local experiences and from the work of the Office of Public Affairs. It is to their credit that the project was implemented, responding to a priority concern of the Micronesian Adult Educators.

The process of collecting data began during the late summer of '74 with the writer traveling throughout all of the districts and meeting and talking with all of the educators, district administrators, and students. With local people he sat down with a typewriter on a log or stone and recorded adult experiences and stories about the ways in which they saw government functioning for them. In the fall in Saipan (Headquarters of the Trust Territory) all of the ABE staff development specialists spent half of their staff development workshop time reviewing these stories, rewriting, editing, and translating them into nine languages.

The Trust Territory Department of Education was able to provide a secretary representing each of the nine major language groups for typing

the translations. Later in San Francisco when they were retyped for printing there were no Micronesian representatives to proof read, so copies were sent to each district for proof reading. Mail to that part of the world, which involves the International Date Line, takes five to seven days each way. Local ABE specialists are not full-time staff and are often not immediately available for reply. There are limited telephone connections, and in some cases none at all. The task of establishing authenticity and validity and meeting the June 1 printer's deadline was as incredible and difficult as it was rewarding.

The teacher training ABE specialists met in Saipan twice for a total of ten days (in October 1974 and in June 1975). The writer was in Micronesia from August to September 1974, October to December 1975, and May through June 1975 for a total of almost five months. He has stayed on through the summer of '75 to begin the implementation stage of the FY '76 Trust Territory Teacher Training Grant to Far West Laboratory. ABE specialists meetings were provocative and stimulating, and provided thorough examination of the issues. It was an enlightening experience for the ABE program specialists in terms of truly beginning to understand the cultures and life styles of the Micronesians of the other districts whom they call "brother and sister."

The group met in Saipan in order to include many of the Department of Education and Office of Public Affairs staff. In October 1974 we had the good fortune to host the DHEW USOE Task Force team that came to Saipan. Mr. Hertzler of Commissioner Bell's office; Dr. Aguirre, Commissioner of Region IX; and representatives of the Department of the

Interior, Office of Child Development, and the Community Colleges were able to participate and meet the men and women working on this project and to experience the camaraderie that the ABE Director Felix Rabauliman and his wife Kina were able to add to such a task.

When the materials were gathered, rewritten, and translated, the job of editing and art work began at the Laboratory. The Trust Territory Government Printing Office was responsible for the printing and the Office of Public Affairs covered the cost out of their Education for Self Government Project. The art work and maps were carefully researched for Micronesian resources, and with limited help from Laboratory staff the camera-ready copy was carried to Saipan by the Chief of Elementary and Secondary Education, Agnes McPhetres, who had been attending meetings stateside.

Throughout the process, materials were continually exchanged with the local districts for review. The final draft was read by the Director of Education, David Ramarui; the Chief of Elementary and Secondary Education, Agnes McPhetres; the Director of ABE, Felix Rabauliman; Father Helzel; staff of the East-West Cultural Exchange Center; and by Laboratory personnel. There were the usual panic corrections and changes, and Director David Ramarui wrote an additional section related to the most current political status.

The project took eleven months to complete. Even in its printed form it is still considered to be a first draft until it has undergone the second field test and response has been received from the Micronesian adults and students. As of September 1975 the implementation workshops reports have been well received and we are hopeful for an updating in FY '77.

The following few pages are excerpted from Micronesia - Understanding our Government Teacher's Guide (pp. 8-16) and Student Reader (pp. 17-18) as a means of including in this Final Report a flavor of the contents and a sense of the community involvement. The Introduction to the Student Reader and Teacher's Guide (pp. 19-26) has also been included to illustrate the manner in which we proposed to use these materials. The title pages, PART ONE and PART TWO, illustrate the approach we have used to provide incentive for reading (p. 23 and 26).

As described in the proposal, an attempt was made to develop simple materials in the beginning and then capitalize on the interest in the polictical status for the motivation to stay with the program in order to understand the second section, which is described as "Government Structure." Stories in the Student Reader are printed in nine languages: Marshallese, Ponapean, Kusaien, Truckese, Palauan, Yapese, Carolinian, Chamorro and English. In keeping with the multilingual concept and a psycholinguistic approach it was anticipated that adult students would feel more confident exploring famaliar materials in their own language. However, it was also apparent that few Micronesians can read their written language. Only now has a "standard orthography" been offered by the East-West Center Dictionary Project. One of the benefits of this project will be the discussion and exploration of one's own written language.

EXCERPT FROM THE TEACHER'S GUIDE

A.B.E. CURRICULUM MATERIALS

FOR THE TRUST TERRITORY OF

THE PACIFIC ISLANDS

The materials presented herein were developed under Grant No. OEG-0-74-3222, a grant from the United States Office of Education, Department of Health, Education and Welfare. The opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement by the United States Office of Education should be inferred.

DEVELOPED WITH MICRONESIANS FOR MICRONESIANS

A joint project by the Trust Territory Department of Education, and Far West Laboratory for Educational Research and Development (Region IX ABE Staff Development Project)

David Ramarui, Director, Department of Education, Pacific Trust Territory

Betty H. Tuck, Director, Region IX ABE Staff Development Project, Far West Laboratory, San Francisco, California

Published by Government Printing Office, Trust Territory of the Pacific Islands

Saipan
June, 1975

EXCERPT FROM THE TEACHER'S GUIDE

MICRONESIA - UNDERSTANDING OUR GOVERNMENT

ADULT EDUCATION CURRICULUM DEVELOPMENT PROJECT

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This project would have not been possible without the participation and and cooperation of the following people: David Ramarui, Director of Education for the Trust Territory, and Felix Rabauliman, Director of Adult Education, provided strong support and guidance throughout the entire project. The District A.B.E. Specialists--Carmen Bigler, Erakrik Samuel, Edgar Edwards, Elsyner Hellan, Rerat Robert, Net Sangua, Victor Joseph, John Tharngan, John Chodad, and Herman Sablan--were responsible for developing, rewriting, and translating the stories and fact sheets about each of the districts. It was their hard work in the workshops during the last two years that helped to bring this material together. We would also like to thank Yosiwo George and Abraham Isaac for rewriting and translating the material about Kusaie.

Other people in the Trust Territory Department of Education Office who contributed to this project include Agnes McPhetres, Chief of Elementary and Secondary Education; Gus Moses, Chief of Post-Secondary Education; Justin Manglona, Assistant Chief of Elementary and Secondary Education; Joe Oakey, former Deputy Director of Education; Len Kaufer, Research Specialist, and Dan Peacock, Supervisor of Library Services.

There are a number of people in the Office of Public Affairs on Saipan who assisted this project in different ways. This includes Daiziro Nakamura, Sam McPhetres, Carl Heine, Strik Yoma, Derson Ramon, Bonifacio Basilius, and Shirley Peacock.

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We would also like to thank all of the people who we talked to about this project during visits to each of the districts. This includes Senator Amata Kabua, Representative Ataji Balos, Atlan Anien, Jesse Lajuan, Birash Joash, Dwight Heine, Billiet Edmond, Leander Mellan, Oscar deBrum, Seiko Shoniber, Martin Butler, Tony deBrum, and Joe Murphy in the Marshalls; Senator Olympio Borja, Congressman Oscar Rasa, ex-Senator Edward Pangelinan, Luis Limes, Bill Stewart, Clarence Takeuchi, Jesus Concepcion, and Abed Younis in the Marianas; Senator Roman Tmetuchl, High Chief Reklai Lomisang, Alfonso Oiterong, Mitsuo Solang, Yoichi Rengiil, Abel Suzuky, Victor Hobson, Leo Ruluked, Masaharu Tmorang, Wilhelm Rengiil, Margie Blailes, Obedei S. Iyar, Sadang Silmai, Fritz Rubasch, Tina Rehuher, and Richard Hoar in Palau; Representative Resio Moses, Paul Gallen, Tadao Sigrah, Billimon George, Jim Vincent, Gene Ashby, Edwell Santos, John Curran, William McGarry, Hugh Costigan, Paul Ehrlich, Daro Weital, Welery Higgins, Johnny Moses, Mac Lindquist, Harvey Segal, Andereas Williams, Damien Primo, Joseph Moses, Bernel Edwards, Lutik Santos, Penido Peter, and Carmina Jack in Ponape; Chutomu Nimwes, Julio Akapito, Noah Ruben, Nancy Halferty, Erlio Hiram, Tony Rosokow. Takase, Chipin, Juan Sablan, and Kirion Hengio in Truk; Senator Petrus Tun, Carmen Tun, James Mangefel, Chief Andrew Roboman, Thomas Tanangided, Leonard Aquiqui, Hilary J. Tacheliol, Raphael Uag, Constantine Yinug, John Perkins, and Tom Mayin in Yap.

We particularly want to offer our thanks to Leonard Mason, Norman Meller, and Daniel T. Hughes for their suggestion and comments on different sections of the book.

Those who helped with the Teacher's Guide include Jo Ellyn Taylor, staff member at Far West Lab. She is responsible for the sections "reading the story" and "rereading the story" in each of the story exercises and also "the reading process" in the introduction to the guide. Bill Dunne was responsible for most of the final rewriting and editing of the Teacher's Guide. Gil Laue and Frank Nipp helped in the editing of both the Guide and the student book.

Chet Tanaka, now Publication Director for Far West Lab, supervised the layout and artwork for both books. He was assisted by Jim Moraga, Steven P. Hamersky (photographic layout), Audrey Ganz, and Ruth Eckland. Audrey and Ruth also helped in many other ways including the final proofreading. Barbara Walker did most of the final typing with help from Linda Silver. Sue Ikertang, Elizabeth Boyer, Misipel Siron, Cecilia Rios, Augusta Babauta, Begonia Deleon Guerrero, Rosaline Pangelinan, and Ramona Rogopes gave special help with the typing of the multilingual Micronesian translations. Billy Dodson and Gloria Ferguson, staff members at Far West Lab, provided assistance throughout the project.

We would also like to thank the people at the Publications Print Shop in Saipan who were responsible for the final printing of this book: Daniel Camacho, Gerald McPherson, Pedro Togawa, Felix Kisa, Sisan Suda, Cornelio Elickos, Martin Ratao, Martin Lafoifoi, Louis Kapileo, and John N. Pangelinan.

ARTWORK, MAPS, PHOTOGRAPHY, REFERENCES

The drawings and sketches in Part One of the student book originally appeared in the Master Plans for each district prepared for the Trust Territory by Hawaii Architects and Engineers Inc. in Honolulu. The six "district maps" that appear after each district title page were provided by the Trust Territory Lands and Surveys Office. All of the other maps originally appeared in the Master Plans. Doug Rankin and Phil Chamberlin provided us with copies of these Master Plans--special thanks to Doug for his suggestions on the layout of the book. Doug drew most of the maps that appear in this book while he was employed by Hawaii Architects; he is also responsible for the drawings on the title pages of the Marianas and Marshall Islands districts. Antonio Kinsang prepared the drawings on pages 185 and 189. Joseph Adachi designed the cover of the book. The drawing on page 175 originally appeared in the *Micronesian Reporter* (third quarter, 1972) in the article "An Interesting Thing Happened...." by Robert Hefner.

All of the photographs in the student book were taken by John Laue with the following exceptions:

"The Palau District Legislature Building" on page 91 and the "Curator of the Yap Museum" on page 111 are from the photography files at the Trust Territory Education Office on Saipan. The photographs on pages 155, 161, and 177 (top) were provided by the TT Public Information Office. The photographs on pages 201 and 202 are from the offices of the Congress of Micronesia. The photographs on pages 195 and 199, and the U.N. Chart on page 196 were provided by the Public Information Office of the United Nations in New York.

Finally, we are grateful to the authors and publishers of the following books for allowing us to reprint certain passages and quotations:

Davis, L. Patton. *Government in Micronesia*, University of Nebraska Press, 1972, Lincoln, Nebraska

Heine, Carl. *Micronesia at the Crossroads*, the University of Hawaii Press, (An East-West Center Book), Honolulu, 1974.

Hughes, Daniel T. and Lingenfelter, Sherwood G. editors of *Political Developement in Micronesia*, Ohio State University Press, Columbus, Ohio, 1974

When I first became involved in this project in July, 1974, I knew little about Micronesia. After spending the past year working with Micronesians to develope this curriculum material, my feelings are much the same as those of Carl Heine as expressed in his introduction to *Micronesia at the Crossroads*, "No one can write about the diverse, complex, and often confused world of emerging Micronesia without feeling inadeguate to the task and even guilty about the results of his efforts."

Micronesia: Understanding Our Government is the first attempt to create curriculum materials specifically designed for Micronesian adults. Instead of presenting this as a finished product, we see this as material to be field-tested, revised, and rewritten during the next year. This is why it is important for you to fill out the evaluation form at the end of the Teacher's Guide and mail it to us. Your ideas and suggestions will be used to improve this book during the next year.

We hope that this material will contribute toward a greater understanding of the structure of the present government and how government programs and policies affect people's lives. With this knowledge, it is hoped that Micronesian adults will be better prepared to make important decisions regarding the future government of the Trust Territory.

I would like to thank all of the people who have contributed in different ways to this project. Without your help, these materials could not have been created.

John Laue

In November of 1973, the Far West Laboratory wrote a joint proposal with the Trust Territory District of Education for 309(b) Demonstration Funds under Adult Basic Education. The U.S.O.E. Department of Adult Education, Washington, D.C., as well as the HEW Region IX Office of Education, was concerned about the special needs of the Trust Territory and assisted us in implementing this project.

As a result today we are able to dedicate these books to the Micronesian men and women who worked to compose the stories and provide the translations. Although we have tried to be accurate, there may well be a diversity of opinion about content. Since one of our objectives is to increase the adult usage of oral English, we hope that all views can be utilized to provide interesting classroom discussion.

We have enjoyed the opportunity to work with Micronesian people and have come to appreciate the beauty, the complexity, and the diversity of the Trust Territory.

Hopefully these books can be revised and updated as we learn from the experiences of the classes that use them.

Thank you for teaching us about Government in Micronesia.

Betty H. Tuck

Betty H. Tuck, Director
HEW Region IX Adult Basic Education
Staff Development and Special
Demonstration Project
Far West Laboratory for Educational
Research and Development

San Francisco
June, 1975

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Introduction

THE STUDENT BOOK

Micronesia: Understanding Our Government is the first textbook ever written especially for Micronesian adults. As the title suggests, the subject of this book is how Micronesian government works. This subject was chosen because of its growing importance in our lives as we move closer toward the goal of self-government.

The book is divided into two parts. Part One will show how different government programs and policies affect daily lives. Part Two will introduce basic facts about how the government is structured.

Students who use this book will have different degrees of reading ability. Some will be able to read quite well on their own. Others will be able to read very little without your help. For this reason, the material in this book has been written on different reading levels. In Part One, for example, there are stories which are easy to read. In Part Two, there is information which is written in more difficult language. Throughout the book, there are photographs, drawings, charts, and maps which can be used in different ways by students with different reading abilities.

* * *

THIS TEACHER'S GUIDE

This Teacher's Guide is designed to help you find the best way to use the student book in your class. It is designed to help you find the best way to work with students toward making this course an interesting, useful experience.

In general, this Teacher's Guide is a collection of exercises which match sections of the student book. Most of these exercises are discussion-oriented. Their purpose is to get students speaking in English to each other and to you. Many of the exercises are also activity-oriented. They are designed to involve students in various projects which will help them accomplish the purposes of this course.

The student book is divided into units. For each one of these units, you will find a set of exercises in this Teacher's Guide. These exercises will suggest what you and your students might do *before*, *during*, and *after* the reading of that unit. Before you begin a new unit with your students, therefore, you should read not only the whole unit, itself but also all the exercises for that

unit as well. This will give you a better idea of how to approach the material at hand.

Please note that the exercises in this Teacher's Guide are not rules on how to teach this course. They are only suggestions. Use these exercises to develop your own ideas and teaching approach to this course.

Most adult education courses attract a wide variety of students. Your class might consist of young people who have dropped out of school; nurses from a district center hospital; older people from an outer island; or, all of these. Before deciding how to use the exercises in this Teacher's Guide, take into account the individuals in your class. What will interest them? What kinds of discussions and activities will be useful for them?

Some of the exercises in this Teacher's Guide might suit your class quite well. Others will have to be changed. Some of the exercises might be extended over several class meetings. Others should not be used at all. It will be up to you to decide which exercises should be used with the students. It will be up to you to decide how these exercises can best be adapted to individual interests and individual needs of students in your class.

* * *

HOW TO TEACH THIS COURSE

This course should be an opportunity for students to discover new ideas for themselves. It should emphasize discussion, rather than lecture, concepts over rules and facts.

Effective learning takes place in the class when students are allowed to think for themselves. Throughout the course, you should encourage them to reach their own conclusions about the facts and opinions they have studied. You should help them feel comfortable enough and confident enough to discuss their ideas openly. And, whenever possible, you should encourage them to relate what they have studied in class to their own lives and to the lives of people around them.

The emphasis of this course should not be on English grammar rules or textbook facts about government. Rather, the emphasis here should be on class discussion which reflects the individual interests and individual needs of students themselves.

* * *

TESTING AND GRADING

In this course, neither testing nor grading is recommended.

To find out how well students are doing, listen to their questions and comments during class discussions. What they say to each other and to you will show how well they understand what they have studied. To explore the exact strengths and weaknesses of students, direct the class discussion around certain key questions.

Another way to measure the progress of students is to look over all of their written work. Throughout the course, students will be asked to keep their writing exercises in a notebook. By checking this notebook regularly, you will be able to tell how each student is doing. You will also be able to keep track of changing interests and needs of the class. At the end of the course, the material collected in the notebook will reflect what each student has learned.

When working with adults, it is usually not a good idea to grade their work. Talking with them individually is much more helpful. Remember that learning how to speak, read, and write a new language is very difficult. It is especially difficult for adults. The students in your class, therefore, need as much encouragement as you can give them. Letter grades--such as A,B,C--and percent grades--such as 100%,90%,80%-create unhealthy competition and unnecessary pressure. Encourage students to work together to accomplish the purposes of this course. Create in your classroom an atmosphere of cooperation and support. While talking with students individually, help them identify their own strengths. Work with them to recognize and overcome their own weaknesses.

* * *

HOW TO TEACH READING

Listening is one way to receive language. Reading is another way. The two processes are very much alike. In most learning situations, listening comes first. Usually, we learn to listen and to speak a language before we learn to read it. Students should not be expected to read words until they can understand these words as they are spoken to them.

The skills we use to listen and to understand when someone is talking are the same skills we use to read. We try to find the main idea of what is being said; we try to guess what is coming next; we ask for repetition when we don't hear or understand something; and we think about how the main idea matches what we already know.

In some exercises, you will read stories to your students. Sometimes, you and students will read together. Later, they will read alone. In all of these reading exercises, students can follow the same pattern of activity:

A. *Before the story--*
Read the title and look at the pictures. Guess what this story will be about and what might happen or be discussed.

B. *During the story--*
Guess what will happen next, then read to check it out and compare it to what you know.

C. *After the story--*
Imagine yourself in the story; what would you have done if those things happened to you?

To help students move gradually from speaking the language to being able to read, it is helpful first to read *TO* and then *WITH* the students, until they gradually begin reading alone. The steps might go like this:

1. *Read TO the students while they can see the words as they are said.*
2. *Read TO the students, but stop before some of the important, predictable words or phrases and have them supply these. Keep increasing their participation in this way.*
3. *Have the students read right along WITH you whenever they can. They may join in for short parts at first, then longer ones, especially on familiar material.*
4. *Begin reading a story TO or WITH the students, but then STOP as soon as they can read for themselves. Join in again on parts that seem difficult, and phase out again.*
5. *Have students read by themselves, orally or silently.*

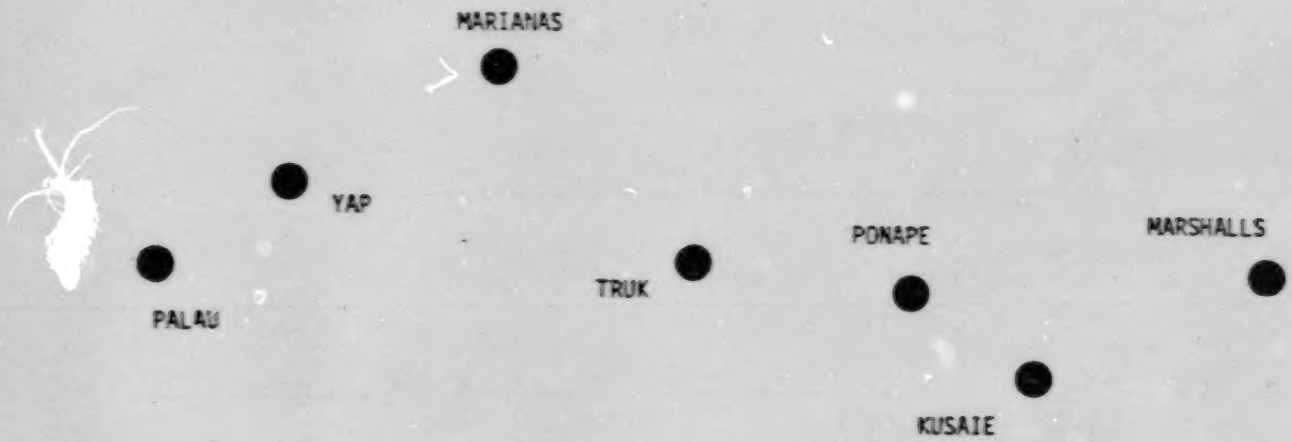
When student interest seems high, it is a good idea to read the same stories more than once, even several times.

The twelve story lessons in this book will phase the student from level 1 (being read TO), to level 5 (reading independently). Naturally, not all students will progress at the same rate. You will need to continue working at some levels longer for certain students, and move more quickly through the levels for other students.

* * *

PART ONE

THE DISTRICTS



EXCERPT FROM THE TEACHER'S GUIDE

SUMMARY OF THE COURSE: PART ONE

The first set of exercises entitled *Introduction* in this Teacher's Guide will help you and your students get ready for this course. A key purpose of these exercises is to help you create a classroom atmosphere in which the students feel comfortable enough and confident enough to begin learning together.

At first, therefore, students will be encouraged to speak, read, and write in their own language. In the student book, they will find two stories written in their own language about people from their own district. Exercises in this Teacher's Guide will suggest ways for you to introduce, read, and discuss these stories with the class.

After students have worked together in their own language, they will be encouraged to begin working together in English. Exercises in this Guide will suggest different ways to help the students speak, read, and write English, while learning, at the same time, some basic facts about where they live.

Part One of the student book shows how different government programs and policies affect our daily lives. The reading material in Part One consists of maps, stories, and Fact Sheets about each of the districts of Micronesia. After students have read and discussed the stories about their district in their own language, they will begin to study the rest of Micronesia--district by district.

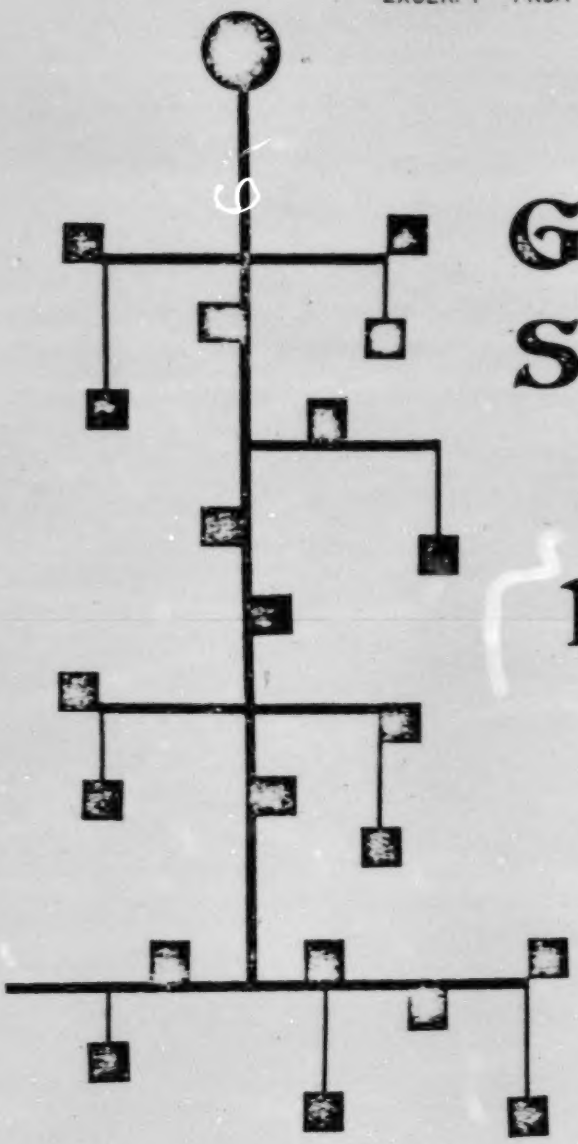
In Part One, students will be asked to study their own district and each of the different districts in much the same way. First, they will study the geography of the district on maps in the student book. An exercise in this Teacher's Guide will suggest ways to show the students how to read and understand these maps.

Second, they will read two stories about people who live in the district. These stories will show how the people identify and begin to solve certain problems in their communities. In some cases, the problems are solved with the help of a government program or a government agency. In other cases, the problems are solved by the people themselves without the help of the government. Exercises in this Teacher's Guide will suggest ways for you to introduce, read, and discuss these stories with the class. Often, the exercises will suggest writing activities through which the students can show how well they understand what they have read.

Third, students will read a Fact Sheet about the district. This Fact Sheet will give them some basic information about the district's geography and population, people and culture, traditional leadership, and government today. An exercise in this Teacher's Guide will suggest different questions you can ask to encourage student discussion about each of these subject areas.

Fourth, students will be asked to participate in a class activity. The purpose of this activity will be to help them review what they have learned about the district and to help them relate this information to their own lives in their own community. Students might be asked, for example, to invite someone from a government office to class to discuss certain key issues.

After students have studied the different districts of Micronesia, they will be asked to write down some of the facts and ideas that interest them. Exercises in this Teacher's Guide will suggest different student writing projects. A summary of Part Two can be found on page 162 in this Teacher's Guide.



GOVERNMENT STRUCTURE

PART TWO

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147 Municipal Government
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175 Interpreting the Laws--The Courts
181 More Government Facts
193 The United Nations
201 Political Status

DEVELOPMENT OF CURRICULUM MATERIALS

One of the side benefits of this project for the ABE specialists and teachers has been the development of a greater awareness of the role of the Headquarters library, and of publications and references now available within the Trust Territory. The Education for Self Government program has created fourteen different publications or film-strips that are excellent teaching tools even if at times they are controversial.

In this situation it was indeed fortunate that the ABE project staff was available at this time to provide a more complete field test, as well as an interpretation to teachers of some of the ways the materials could be used (pp. 28-29).

EXCERPT FROM THE TEACHER'S GUIDE
ESG MATERIALS

The following is a list of ESG materials for use in classes about government in Micronesia. Teacher's will find references to this material in some of the exercises in the Teacher's Guide to Micronesia: Understanding Our Government.

1. Jacket: *The material jacket will include useful information as well as identification. This will probably include the 'Calendar of Events in Micronesia' Chart.*

2. Comparative Status Chart: *A simplified comparison of major elements of the Compact of Free Association, the Covenant of Commonwealth (Marianas), the Trusteeship Agreement and Independence. This chart can be used as a basic reference guide for classroom discussion using these four alternatives. Read across, the chart will give main points of any one status. Read up and down, it will compare the same or similar provisions of each status with the others.*

3. Comparative Island States and Territories Chart: *This chart takes 21 selected islands around the world which are either the territory of another country or independent or have some other political status. The TT is included so that students can compare Micronesia with them and consider the political status alternatives which other islands have attained.*

4. ESG Glossary: *A list of about 200 words and phrases which are commonly used in the political status documents and discussions. These words have been defined to the extent possible in Micronesian terms or simplified for quick understanding. This glossary includes definitions for many words used in Micronesia: Understanding Our Government. It is also important to have a dictionary in the classroom for words not included in the glossary.*

5. Economic Briefing Materials: *A simplified review of Micronesia's economy prepared by the Economic Development Division of the Department of Resources and Development.*

6. Introduction of Economics in Micronesia: *A comicstrip approach to understanding economics in Micronesia. Students will read this booklet in exercise #4 from the section on Palau District in this Teacher's Guide.*

7. The Program Developer's Handbook: *A guide for people designing and carrying out ESG programs in the field. It contains resource lists, suggestions on how to use the radio, films, discussions etc.*

8. Scrips of ESG Filmstrips: *A series of scripts for the narration of the series BUILDING A MICRONESIAN NATION. They can be used for discussion materials.*

9. List of Civic Affair's Officers and District Task Forces in Micronesia *Further information and assistance for any group planning an ESG program is available from these offices.*

10. Draft Compact of Free Association: *The document presently being negotiated by the Joint Committee on Future Status of the COM and the United States. An illustrated summary may also be included if republication is authorized.*

11. Covenant of Commonwealth: *The documents signed by the Marianas Political Status Commission and the U.S. Government.*

12. United Nations Analysis of the Law of the Sea: *Pamphlets explaining the implications of the Law of the Sea Conferences sponsored by the United Nations.*

13. Other Materials available through District CAO's, District Task Forces, or ESG/Headquarters, Saipan:
    a. *COM Law of the Sea position description*
    b. *Micronesian Empires Navigation study (COM)*
    c. *Trust Territory Briefing Materials*
    d. *United Nations Films on Trusteeships, Ocean Resources, Developing nations (available from HQ only)*
    e. *Dialogue for Micronesia Summaries (from the ESG Dialogue Radio interview programs with leading decision and policy makers in the TT)*
    f. *ESG Notes: A bi-weekly newsletter of information relating to the work of the ESG program and other relevant developments.*

14. *Materials relating to the Constitutional Convention to take place beginning on July 12, 1976 in Saipan.*

Another resource with which teachers became acquainted through the project was the publications of the Congress of Micronesia (pp. 31-32). Additional reference books about government in Micronesia are listed (pp. 33-36). This resource was compiled by Dan Peacock, Head of Library Services at the Department of Education Headquarters in Saipan.

EXCERPT FROM TEACHER'S GUIDE

CONGRESS OF MICRONESIA PUBLICATIONS

Following is a list of some of the publications from the Congress of Micronesia that deal with subjects related to government in Micronesia.

General Information of the Congress of Micronesia, a complete history of the Congress, background, and organization. Fourth Congress. Members of the Congress of Micronesia are included. 1971.43 pages.

Political Status Digests, Part I - Fourth Congress, 1971. 80 pages. Speeches and other statements by members of the Congress relating to that political status issue and resolutions on status adopted by the Third Congress, Third Regular Session. Also contains copies of magazine and newspaper articles on political status.
Price $1.50 plus postage.

Political Status Digest, Part II - Fourth Congress, 1971. 75 pages. Second volume in a continuing series (see above).
Price $1.75 plus postage.

The Future Political Status of the Trust Territory of the Pacific Islands, a report by the President's Personal Representative for Micronesian Status Negotiations on the Status Talks held at Hana, Maui Islands, Hawaii. October 4-12, 1971. 147 pages.
Price $1.75 plus postage.

Congress of Micronesia - Report of the Joint Committee on Future Political Status, Fourth Round of Talks, Koror, Palau. Submitted by the Joint Committee on Future Political April 1972, to the Fourth Congress of Micronesia, Second Special Session. 66 pages.
Price $1.50 plus postage.

Future Political Status of the Trust Territory of the Pacific Islands. A joint communique issued by the United States and Micronesian delegations following the fourth round of talks, in Koror, Palau, April 1972.

The Future Political Status of the Trust Territory of the Pacific Islands, this booklet contains the proceedings of the Fifth Round Micronesian Status Negotiations, Washington, D.C. July 12 - August 1, 1972. 35 pages.
Price $1.00 plus postage.

Future Political Status of the Trust Territory of the Pacific Islands, Draft Compact of Free Association. Presented by the Joint Committee on Future Political Status, Fifth Round of Talks, to the Congress of Micronesia. August 1972. 39 pages.
$.50 price.

Report of the Special Sub-Committee, Joint Committee on Future Status, Congress of Micronesia. An investigation of the possible future economic and trade relations between Japan and Micronesia, and possible future aid from the Japanese Government to Micronesia. 104 pages. Price $1.75 plus postage.

Report of the Committee on Government Organization, Congress of Micronesia submission of the final report on governmental organization by the Congress in July 1969. 177 pages.
Price $2.50 plus postage.

Law of the Sea, The Preliminary Micronesian Position. Prepared by the Joint Committee on the Law of the Sea, Fifth Congress of Micronesia, May 14, 1973.
Price $.80 plus postage.

Briefing Materials 1974, prepared by the Public Information Division. The material in this manual was supplied by the different department and agencies and was current as of January 1, 1974.
Price $1.50 plus postage.

THE MICRONESIAN REPORTER (Vol. 1-3rd q.1972) is available on Microfilm. For more information, contact or write to Publications and Printing Office, Trust Territory Government.

EXCERPT FROM TEACHER'S GUIDE

REFERENCE BOOKS ABOUT GOVERNMENT IN MICRONESIA

Bast, Benjamin F., ed., The Political Future of Guam and Micronesia. University of Guam Press, Guam, 1974.

Prepared Statements, Questions and Remarks, as contributed by former Guam Governors Carlton Skinner and Carlos Camacho, former High Commissioner William Norwood, Dr. William Vitarelli, Johnson Toribiong, Roman Tmetuchl, Ms. Ramarui, and others. These statements were made at a Political Status Seminar at University of Guam in February, 1974.

DeSmith, Stanley A., Microstates and Micronesia: Problems of America's Pacific Islands and Other Minute Territories, (Studies in Peaceful Change), New York University Press, New York, 1970.

"...a study of some of the problems of very small territories--ministates, microstates, patternless islands and remnants of empire--in the modern world.../with/...special attention to Micronesia, the United States Trust Territory of the Pacific Islands."

Edmonds, I.G., Micronesia: America's Outpost in the Pacific, The Bobbs-Merrill Company, Indianapolis, 1974.

"As one Micronesian told the writer during a return trip there (Micronesia) in 1973: 'We would like for people in the United States to get to know us.' This is a legitimate request for people who live under the American flag. This book hopes to respond to that request."

Force, Roland W., ed., Induced Political Change in the Pacific, A Symposium, Bishop Museum Press, Honolulu, 1965.

Includes: "Political Change in Micronesia" by Roland and Maryanne Force, "Personality and Structure: Political Acquiescence in Truk" by Marc J. Swartz, and "Three American Legislative Bodies in the Pacific" (one of which is the Marshalls) by Norman Meller.

Heine, Carl, Micronesia at the Crossroads: A Reappraisal of the Micronesian Political Dilemma, The University Press of Hawaii, Honolulu, 1974.

"My purpose in writing this book is to provide a basis for discussion of Micronesia's future by presenting one point of view of the range of problems facing Micronesia in her struggle to gain a new status, a new way of life, and a new freedom. Certainly, no attempt is made to advance final solutions. There are suggestions and expressions of political ideology to be considered. Micronesians themselves must ultimately find the real

solution." (Note: This is the first published book on this or any other subject to have been authored by a citizen of the Trust Territory of the Pacific Islands. As such, it is of interest and importance to far more people than those of the author's home district, the Marshalls, and will be quoted and referred to often both within the Trust Territory and throughout the Pacific area.)

Hickel, Walter J., Who Owns America? Prentice Hall, Englewood Cliffs, New Jersey, 1971.

Pages 203 to 209 of this book by a former Secretary of the Interior describe his visit to Saipan, Truk, and Tinian on an important "Mission for the President" during which he said to the people of the Trust Territory: "You will develop the legislation which will end the trusteeship and build a lasting political partnership with us."

Hughes, Daniel T. and Ligenfelter, Sherwood G., Political Development in Micronesia, Ohio State University Press, Columbus, 1974.

Hughes and Ligenfelter, both with extensive experience in the Trust Territory, have contributed to and edited this important collection of articles with others well known to Micronesians such as Leonard Mason, Norman Meller, Jack Fischer, John Singleton and Robert McKnight.

Louis, William Roger, ed., National Security and International Trusteeship in the Pacific, Naval Institute Press, Annapolis, 1972.

"This symposium contains representative essays prepared by officers of the United States Naval War College on a specific and controversial theme: national security and international trusteeship in the Pacific. The basic issue can be stated briefly and clearly: the United States fought the war in the Pacific to defeat Japan, and as a subordinate war aim, to gain control of the Marshall, Caroline and Mariana Islands; yet, at the end of the war, the United States agreed to place these islands under the supervision of the United Nations. Thus, the dilemma of international supervision and self-determination, on the one hand, and of national security on the other."

Meller, Norman, The Congress of Micronesia, University of Hawaii Press, Honolulu, 1969.

In a very thorough and scholarly book, Dr. Meller discusses not only the Congress of Micronesia as it is today, but the District Legislatures, Traditional Leaders, Antecedents to the Congress of Micronesia, the first Congressional Elections, and the Organizing of the first Congress in which Dr. Meller himself played an important role.

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Minaly, Eugene B., "U.S. Strategy in the Western Pacific and the Micronesian Dilemma", a 21-page paper "prepared for the Conference of the Pacific, Vina Del Mar, Chile, 1970."

This paper focuses on "the current major power in the area, the United States, and on one element of the evolving U.S. strategy to cope with the uncertain situation it faces across the Pacific. Specifically, shall trace American efforts to support that strategy by shaping the political future of a key Pacific territory under its administration: Those parts of Micronesia constituted as the Trust Territory of the Pacific Islands. I shall also try to describe the Micronesian reaction to the American approach, and the dilemmas faced by both sides which, if not resolved, could create a serious international problem."

Quigg, Philip W., "Coming of Age in Micronesia", Foreign Affairs, April, 1969.

This article was widely distributed in the Trust Territory as a reprint obtained from the magazine in which it originally appeared, Foreign Affairs, and of which Mr. Quigg was Managing Editor at the time he visited Micronesia and wrote his article.

Webb, James H., Micronesia and U.S. Pacific Strategy: A Blue Print for the 1980's, Praeger, New York, 1974.

Wenkam, Robert and Baker, Byron, Micronesia: The Breadfruit Revolution, East-West Center Press, Honolulu, 1971.

Professional photography by Wenkam who has traveled often and widely in Micronesia and text by Byron Baker, a former Guam journalist who is now a political writer in Hawaii.

This list was compiled by Dan Peacock, Head of Library Services, Education Headquarters in Saipan. These books are available through Mr. Peacock's office.

As the ABE specialists became more involved in the issues, the stories themselves raised one of the questions that continually appeared. This was related to the need for more information about the different kinds of services available through programs funded by the federal government. Through the cooperation of the Federal Projects Office and the Regional Office, a list of programs and their descriptions was included (pp. 38-39).

Students will be asked to identify programs available on their islands and to describe what they know about them. Hopefully, representatives will be invited to participate with the class. In this respect, the intent of clarifying "Government Structures" went far beyond the original questions about "political options" and traditional leadership.

EXCERPT FROM TEACHER'S GUIDE

FEDERALLY FUNDED PROGRAMS

The following is a list of some federally funded programs now operating in the Trust Territory. This is not a complete list. These programs were chosen to show different kinds of services available through programs funded by the federal government.

COMPREHENSIVE HEALTH PLANNING

To provide financial aid for State programs in Comprehensive Health Planning, concerned with services, manpower, and facilities to meet the physical, mental, and environmental needs of all people of Micronesia. There are also an Alcohol Prevention and Developmental Disability programs, funded by the U.S. Government.

PREVENTION AND CONTROL OF COMMUNICABLE DISEASES

To support a full range of public health services to meet special needs at the community level. In the Trust Territory this grant has been used for immunization programs and tuberculosis control program.

SEA GRANT, "MARICULTURE"

To establish and demonstrate mariculture activities (especially in the rearing of oysters, turtles, siganids, prawns, etc.) in the Trust Territory, to aid in the establishment of a mariculture industry.

WATER RESOURCES STUDY

To establish a network of water gauging stations on the principal high islands, to measure water levels in wells and streams, rainfall, quality of stream flows, analysis of water samples and other data necessary for development, to study water resources available on our islands and develop water supplies for irrigation, domestic water, future water resources and other important data.

TERRITORIAL ECONOMIC OPPORTUNITY OFFICE

To assist government agencies and local Community Action Agencies to plan and coordinate their activities in order to serve more effectively the needs of the Micronesian people. To encourage the development of a well-coordinated system of anti-poverty planning and programming with the TT.

OFFICE OF AGING

To operate a "State Level" office of the aged to administer, plan, and evaluate grant programs on behalf of our senior citizens (defined as age 45 and up).

LEGAL SERVICES

The Micronesian Legal Services Program, funded by the Federal Office of Economic Opportunity (OEO) was initiated in January, 1971. The Legal Services Program has offices in each district to provide legal assistance to Micronesians in all civil cases.

COMMUNITY ACTION AGENCIES (CAA)

The six district Community Action Agencies are private non-profit organizations funded directly by the U.S. Community Services Administration (formerly OEO). Their mission is to provide a variety of social and economic development services to their respective districts which government or other agencies cannot provide or are not providing to assure maximum participation by all citizens in community development. Once a CAA service is provided by the government, the CAA looks to other community needs. Handicraft production, agriculture marketing, community education, and social services referral are typical areas of CAA involvement at present.

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT (CETA)

The Comprehensive Employment and Training Act of 1973 (CETA) is designed to assist unemployed and underemployed persons to obtain education and skills to become employable and advance in a career. CETA is administered by the U.S. Department of Labor through grants to local governments. There are three major titles under CETA:

Title I - The major emphasis is on training unemployed and unskilled persons through classroom training, on-the-job training, work experience or a combination of these. It also provides a small amount of funds for a State as prime sponsor to carryout manpower planning and vocational education services.

Title II - The major emphasis is on employing persons in the public service to assist local governments in providing needed but unmet public or community services.

Title VI - This title was authorized by the "Emergency Jobs and Unemployment Assistance Act of 1974" to provide for additional public service jobs and training programs.

This list of programs can be xeroxed for use with students. Ask students to identify which of these programs are available on their island, and to describe what they know about them. If possible, invite representatives from one of these programs to speak to the class.

EVALUATION

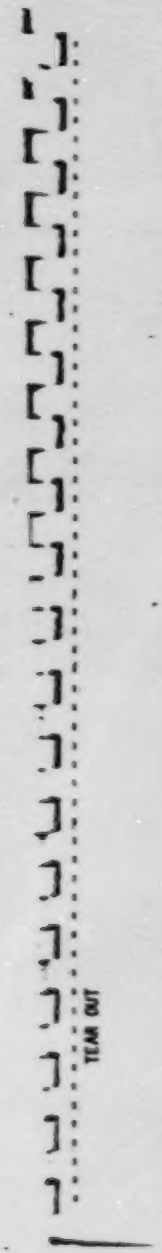
Evaluation has been planned in two stages. A formative evaluation was conducted following each workshop and field test of the drafts of each section of the books. The second stage is in process as the implementation workshops are conducted during the summer of '75 on the Trust Territory FY '76 Grant. A copy of the forms included in the books for teachers follows:

EXCERPT FROM TEACHER'S GUIDE

TEACHER'S GUIDE EVALUATION

The questions on this page are designed to enable you to tell us what you liked and disliked about this teacher's guide, and how useful you found it to be. The answers that you give will help to revise and improve the material in both this guide and the student reader. Your criticism and suggestions are important. Please:

1. Answer the questions
2. Tear this page out of the book
3. Fold it in half so that the address on the back of the page is on the outside; seal it with tape or staples
4. Mail it; it does not need a stamp--the postage has already been paid



NAME _____
POSITION _____
SCHOOL _____
DATE _____

1. Who used this teacher's guide? ☐ teacher ☐ administrator ☐ other

2. How many adult students used the reader?

3. What are some of the things that you liked about the teacher's guide?

4. What are some of the things you liked about the student reader?

5. What are some things that you disliked about the teacher's guide?

6. What are some things you disliked about the student reader?

7. What are some things you would change or add to the teacher's guide?

8. What are some things you would change or add to the student reader?

9. What other adult education materials could you use in your classroom?

Thank you for your help.
Betty Tuck/John Laue

FOLD TO MAIL (No Stamp Necessary)

FIRST CLASS
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No postage stamp necessary if mailed in the United States

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for Educational Research and Development
1855 Folsom St.
San Francisco, California 94103

ATTN: Betty Tuck--Micronesia ABE Curriculum Project

An example of instructions for the teachers at the advanced elementary level on the subject of the Territorial Government is contained on pp. 45-50. The objective was to provide impartial reporting. The teachers were to be encouraged to use an inductive approach.

This material comes toward the end of the first year or later. Students are asked to read in English this rather condensed material and begin to make comparisons between territorial and District Government. As in any social studies unit, they discuss what they know about the Congress of Micronesia, working toward establishing facts and dispelling myths and hearsay.

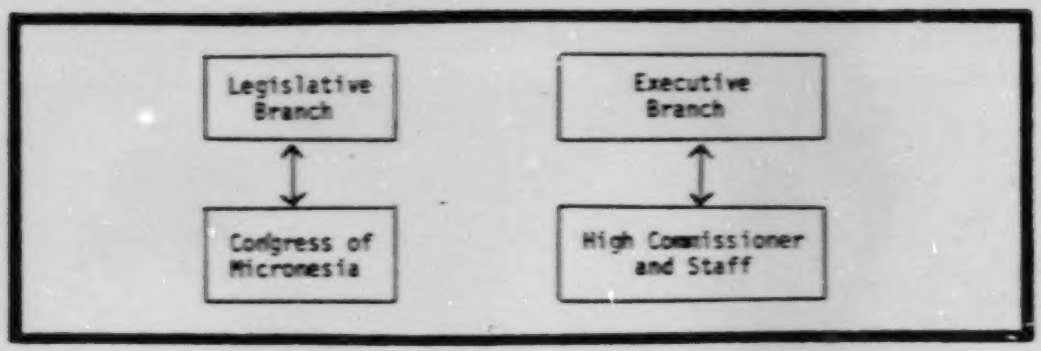
They move into more complex questions related to the functions of the two branches, the laws that are currently being considered, qualifications necessary to be a candidate for Congress, and some understanding of the High Commissioner's relationship to the Congress. It is not the intent of the program to perpetuate the memorization of the nature and function of every committee or bill, but rather to review general information and use it for reference purposes.

Hopefully, other resources will be brought in and discussion will be made applicable to current happenings. Each exercise is designed to stand alone, but can be interrelated. They need not be done in sequence. In exercise 9 (pp. 51-52) the more advanced student begins to compare facts related to population with other districts.

Learning to compare and contrast this information through oral English sessions provides a stimulating and provocative experience.

There are many "cherished opinions" about one's district that are seen in a different light when "facts" are introduced. Sometimes it takes a lot of research to document fact. An example of this is in the discussion on taxes. It is often difficult under these circumstances to keep a focus on the use of English as the vehicle for communicating the ideas. Not many people can argue in a second language.

TERRITORIAL GOVERNMENT



Congress of Micronesia

July 12, 1965 will be remembered as one of the most important dates in the history of Micronesia, because it marks the first official meeting of the Congress of Micronesia. This date is now celebrated throughout the Trust Territory to honor the founding of the Congress. Until 1965, legislative authority in Micronesia was exercised by the High Commissioner.

One of the first steps toward the creation of the present Congress of Micronesia occurred in 1956 when a body of five Micronesians appointed by the High Commissioner began meeting each year to advise him on important economic and social problems. Known as the "Council of Micronesia" since 1961, this group adopted a resolution in 1962 urging that a territory-wide legislature be established. In 1964, the Secretary of the Interior issued Order No. 2882, officially establishing the Congress of Micronesia. With this order, the first, and still the only, all-Micronesian branch of the Trust Territory government was created.

The Congress of Micronesia has 33 members who are elected to serve either in the Senate or the House of Representatives. The Senate is made up of twelve Senators, two from each district who are elected to four year terms. The House of Representatives has 21 members elected to two-year terms from their representative districts. In 1977, the Congress is scheduled to expand its membership to include two senators and one representative from Kusaie (which will hold its first elections as a separate administrative district

in November of 1976), as well as additional representatives from Truk and the Marshalls.

In order to be eligible for election to the Congress of Micronesia, there are certain qualifications that a person must meet. He or she must:

1. *be a citizen of the Trust Territory.*
2. *be at least 25 years old at the time of the election.*
3. *be a resident of the district from which he or she is elected for at least one year before the election.*

* * *

Members of the Congress are elected by secret ballot by citizens of the Trust Territory who are eighteen years of age or older. In congressional elections, the District Administrator, acting as Election Commissioner, is responsible for conducting elections in his district. Both men and women can be elected to office in Micronesia. In 1974, the first woman was elected to the Congress of Micronesia. She is Carmen Milne Bigler from the Marshall Islands.

The regular session of the Congress of Micronesia is held each year beginning the second Monday in January. This session continues for 50 consecutive calendar days. The High Commissioner may call a special session whenever he believes it is necessary.

The Congress has the power to pass laws unless they conflict with:

1) *United States laws which apply to the Trust Territory.*
2) *Treaties or international agreements of the United States.*
3) *Executive Orders of the President of the United States or of the Secretary of the Interior.*
4) *The Bill of Rights of the Trust Territory Code.*(8)

All bills passed by the Congress are presented to the High Commissioner for approval. If the High Commissioner vetoes a bill, it may be passed over his veto by a two-thirds majority in each house of Congress. If the High Commissioner still disapproves the bill, it is then sent to the Secretary of the Interior for final action.

Positions of leadership in both the Senate and the House are filled through the election of officers. The Senate elects a president, Vice-President, Floor Leader, and Clerk; the House also elects four officers: A Speaker, Vice-Speaker, Floor Leader, and Clerk. All but the clerks are members of the Congress.

EXERCISE 1
CONGRESS OF MICRONESIA

WHAT STUDENTS WILL BE ASKED TO DO

Compare territorial government with district government

Describe what they know about the Congress of Micronesia

Read and discuss the facts about the Congress of Micronesia in the student book

---

INTRODUCTION

On page 163 in the student book, students will find a chart of Territorial Government in Micronesia. Ask them to compare this chart with the one of District Government on page 159 in the student book. Ask, "How are territorial government and district government alike? How are they different? Which branch is elected by the people? Which branch is appointed?"

Find out how much students already know about the Congress of Micronesia. Ask, "How many representatives does our district have in this Congress? What important laws did the Congress of Micronesia pass during its last session?"

• • •

READING

On page 163 in the student book, there is a section titled *Congress of Micronesia*. Ask students to read pages 163 through 165.

DISCUSSION

After students have read this section, use the following questions for discussion:

1. *When was the first official meeting of the Congress of Micronesia? Describe the legislative body that existed before the Congress.*
2. *How many members are elected to the Congress of Micronesia? What are the elected terms of office in both houses? Why do you think that the Congress is made up of two houses instead of one?*
3. *What are the qualifications for election to the Congress? How do they compare with the qualifications for election to your District Legislature?*
4. *Who is responsible for conducting elections to the Congress in our district? How often are these elections held? How old do you have to be to vote in congressional elections?*
5. *When do the sessions of Congress take place? How long do these sessions last? The Congress has the power to pass laws unless these conflict with what higher body of laws?*
6. *What powers does the High Commissioner have over the Congress? What are the positions of leadership in the House and Senate?*

* * *

Committees

In both the Senate and the House, there are standing committees which consider and report on bills, resolutions, and other matters referred to them. Witnesses may be called and questioned, documents and records searched, and every effort made to examine all the important facts about the matter covered by each bill or resolution. The Senate has five standing committees; the House of Representatives has six. Although the names of five of these committees in the House and Senate are the same, their functions are not always the same. Below is a list of these committees in both houses and their major functions:

Senate

1. *Ways and Means*--this committee considers and reports on all bills, resolutions or other matters related to finance or financial administration of the Trust Territory. This includes tax and nontax revenues, Trust Territory budgets, expenditures, appropriations, loans, debts, claims, funding arrangements, and other matters. This committee is also responsible for bills relating to the way the House and Senate are organized as well as the relations of the people of Micronesia to the United States, the United Nations, or any foreign country.

2. *Resources and Development*--this committee is concerned with the economy and resources of Micronesia. This includes the areas of development loans, private savings and debts, commerce and trade, agriculture, fisheries, forestry, mineral resources, land management, industries, electric power, communications, and land, sea and air transportation.

3. *Education and Social Affairs*--major concerns are education, conditions of labor, and social well-being of the people of Micronesia.

4. *Judiciary and Government Operations*--major concerns are civil and criminal law, administration and organization of the courts, land law, traditional rights, voting rights and elections, changes in governmental organization and functions, civil service, and relationships between municipal, district, and territorial government.

5. *Health*--major concerns are the physical and mental health and general welfare of the people of Micronesia.

House of Representatives

1. *Appropriations*--this committee considers all bills, resolutions, and other matters relating to proposed expenditures (spending of money) and to the financial administration of the Trust Territory.

2. *Ways and Means*--major concerns are tax and nontax revenues of the Trust Territory, as well as the administration of revenue laws.

3. *Resources and Development*--major concerns include economic planning and policies, private and public investments, and other areas described in the Senate committee with the same name.

4. *Education and Social Matters*--major concerns are education, housing and consumer protection, the working conditions, and social well-being of the people of Micronesia.

5. *Judiciary and Governmental Relations*--same as the Senate committee.

6. *Health Matters*--same as the Senate committee.(9)

EXCERPT FROM TEACHER'S GUIDE

The Senate and House of Representatives may also form special joint committees to consider important matters which concern both houses. An example of this is the *Joint Committee on Future Status* which has represented the people of Micronesia in the status negotiations with the the United States.

In 1975, as the Congress of Micronesia marks the 10th anniversary of its founding, the burden of its responsibilities is greater than ever. It is now the focal point for the overall political, economic, and social development of the Trust Territory. It is the only legally authorized spokesman for the people of Micronesia, and is the main body of government to which Micronesians are looking for leadership in becoming a self-governing nation.

EXERCISE 9
FACTS ABOUT OUR DISTRICTS

WHAT STUDENTS WILL BE ASKED TO DO

Study and discuss the Population Chart and District Comparison Chart on page 192

Compare facts about their own district to similar facts about other districts

---

INTRODUCTION

Ask students if they know the population of your village or town. Ask "What do you think the population of our island is? What is the population of our district? How do you think our district compares to other districts in the following areas: population, farm products, copra production, number of islands, and land area?"

* * *

READING

Ask students to study the *Population Chart* and *District Comparison Chart* on page 192.

* * *

DISCUSSION

After students have studied these charts, use the following questions for discussion:

Population Chart

1. *Which district had the largest population in both 1967 and 1973? Which had the smallest? Which had the largest growth rate? Which had the smallest?*
2. *Which district center had the largest population in both 1967 and 1973? Which had the smallest?*
3. *Which district center had the highest growth rate? Which had the smallest? Why do you think growth rate of the district centers was so much higher than the overall growth rate of the districts? What does this mean? Why do you think so many Micronesians are moving to district centers?*

* * *

STUDENT ACTIVITY

Write the following sentences on the board. Ask students to fill in the blanks:

In Truk District, the population in 1967 was_____. In 1973, it was_____. This means that there were_____ more persons living in Truk District in 1973 than in 1967. The growth rate in_____ District was 4.4% between 1967 and 1973. The three district centers that had the highest growth rates were_____, _____, and_____. The district center of Koror had_____ more people living in it in 1973 than in 1967. There were_____ more people living in the Trust Territory in 1973 than in 1967.

* * *

District Comparison Chart

1. *According to this chart, which district has the highest % (percentage) of the population? Which district has the largest number of islands? Which has the smallest?*
2. *Which district has the largest dry land area? Which has the smallest? Which district produces the most copra? Which district produces the most agricultural products? Which district has the most crop land?*
3. *Which district generates the most money in income taxes? Which districts receive the highest % of the Trust Territory operating budget?*
4. *Compare your district to other districts in different categories. Do you think your district is making the best use of its resources? What are possible areas for improvement? (You can relate this discussion to the discussion about our economy in the previous exercise.)*

* * *

STUDENT ACTIVITY

On the board, write some sentences using facts about the districts similar to the sentences written about the Population Chart in this exercise. Leave out certain key words and figures. Ask students to fill in the blanks. When students are finished, ask them to read and discuss these sentences.

REFLECTIONS

Although the records of the Trust Territory show ABE programs going back for many years, the "ESSENTIAL" level of education, now called "Basic education," has been extremely limited. ABE program specialities can be identified in each district, but they are responsible for other things in their departments besides adult education. There are three or more "levels" in the Trust Territory ABE with which to deal.

Top priority has been given to the UN mandate to teach English; this is stated in the State Plan. Second priority is given to raising the level of literacy in one's own language as well as in English. The third priority is to provide opportunities for continuing education. This third area is a bridge to the vocational education programs.

Thus far, the staff development project has not been successful in attempts to use the opportunities in the vocational education settings to teach the other basic skills of language arts, math, etc. This limitation continues to be a problem because it is apparent that the learning style of Micronesians (as with many other groups) is enhanced when it includes not only practical application, but also actual experience. To use an ancient quote from the well known theorist, John Dewey, "students learn best by doing."

Since Dewey's day, many renowned educators and psychologists have documented the need for relevance in learning. Yet our adult education classes in many parts of the world continue to labor on the outworn mode of separating learning into "English classes" and "Vocational classes."

Adult Micronesians of this century have been exposed to Spanish, German, and Japanese occupation. They have had authoritarian teachers and no teachers at all. Many middle-aged Micronesians read and speak Japanese, but cannot read their own language.

The current economy is so structured that any aspirations beyond a "government job" are considered unreal. In such an atmosphere, it is understandable that not only is the ABE program limited in its sphere of influence, but there are districts that are ambivalent about the need to speak English. The Staff Development Project demonstrated with Micronesians one way to put together relevant teaching materials. We do not feel, however, that this approach has solved all of the problems inherent in developing future curriculum and instructional materials.

It is possible that we have begun a demonstration of what can be done when there is some external support and assistance. With the implementation stage, we will be able to get further data on the effectiveness of the content, as well as the process as a factor in holding adult interest and in providing problem-solving techniques for teachers involved in recruiting.

This was a most satisfying project to all concerned and stands as a good example of our interdependence. We have been learning as much as we have been teaching. We hope that these materials may provide a model for other newly developing countries as Alaska's "Second Class Cities"[1] did for us. We have seen the commonalities of man's needs for knowledge from the vast expanses of the North to the tiny isolated chains of atols in the Pacific.

1 "Second Class Cities"- Government in Alaska- Alaska State Department of Education; Bureau of Planning & Development

APPENDICES

Appendix A: September 1974 Civic Affairs Officers Meeting

Appendix B: Trust Territory of the Pacific Islands Adult Basic Education Special Project and Staff Development Workshop, October 14-18, 1974

Appendix C: ABE Curriculum and Staff Development Workshop Agenda, January 20, 1975

Appendix D: Map of the Trust Territory of the Pacific Islands

Appendix E: Cooperating Agencies

Appendix F: ABE Specialists

Appendix G: Participant Characteristics for Adult Education Teacher Training and Special Projects

APPENDIX A

Interrelated Activities

PROGRAM
CIVIC AFFAIRS OFFICER'S MEETING
SEPTEMBER, 16-20
1974

MONDAY, SEPT. 16:

8:00 ..... Welcoming remarks by High Commissioner Johnston
Gus Moses, 1st Vice Chairman
Daiziro Nakamura, Chief, CAD
9:00 ..... General discussion and review of agenda for week.
10:00 ..... Presentation by each DCAO on local ESG program
11:30 ..... Lunch
1:00 ..... Continuation of District presentations
2:00 ..... Headquarters Task Force Presentation
3:30 ..... UN Movies
4:00 ..... Discussion of preparation for guest speakers

TUESDAY, SEPT. 17:

8:00 ..... Continuation of District oriented discussions review of printed materials: glossary, status charts, basic economics, etc. (Resource person - Bill Stewart)
1:00 ..... Dialogue for Micronesia orientations for Friday and district applications
2:00 ..... Senator Lazarus Salii, Chairman JCFS, guest
3:30 ..... UN Movies

WEDNESDAY, SEPT. 18:

8:00 ..... Introduction to ESG A-V program: BUILDING A MICRONESIAN NATION, PROG.1 A MICRONESIAN CONSTITUTION AND #2 THE DEMOCRATIC PROCESS IN MICRONESIA. Review and translation of scripts. Viewing of pilot PONAPE. General discussion.
10:00 ..... Inclusion of Micronesian Legends as a tool in ESG
1:00 ..... Continuation of morning's discussion
2:00 ..... Senator Edward DLG Pangelinan, Chairman MPSC guest
3:30 ..... UN Movies

THURSDAY, SEPT. 19:

8:00 ..... Discussion of ESG issues, i.e. Compact, ConCon, CDM election, etc.
10:00 ..... Mr. Bergesen, Status LNO, US Dept. of State
1:00 ..... Felix Rabauliman, ABE Coordinator, Dept. of Education
2:00 ..... Headquarters Task Force meeting with CAOs
3:30 ..... UN Movies

FRIDAY, SEPT. 20:

8:00 ..... Movie: Whose Paradise?
8:30 ..... Discussion of movie and CAO role in ESG
10:00 ..... Dialogue recording session
1:00 ..... Development of Headquarters Task Force travel plans and arrangements
2:00 ..... CAOs to draft recommendations for improved implementation of ESG at the district level.
4:30 ..... Close

SATURDAY, SEPT. 21:

6:30 ..... Travel to districts begins for Headquarters staff

APPENDIX B

TRUST TERRITORY

of the

PACIFIC ISLANDS

ADULT BASIC EDUCATION

SPECIAL PROJECT AND STAFF DEVELOPMENT WORKSHOP

October 14-18, 1974

Sponsored by the Department of Education, Saipan, Mariana Islands
The Honorable David Ramarui, Director of Education
Joseph Oakey, Deputy Director of Education
Felix Rabauliman, Director of Adult Education
Strik Yoma, Director, Office of Public Affairs
Richard Tennyson, Dean of Education, University of Guam

and by the

Far West Laboratory for Educational Research and Development, S.F., Calif.
John K. Hemphill, Director
Betty H. Tuck, Director, Region IX ABE Staff Development Project
John Laue, Special Project Staff
John Romisher, University of Guam, D.O.E. Guam and D.O.E. Trust Territory Teacher Trainer for ABE

at the

Department of Education, Headquarters, Saipan, Mariana Islands

APPENDIX B (Cont'd.)

ADULT BASIC EDUCATION WORKSHOP

October 14-18, 1974

Headquarter, DOE Conference Room

TENTATIVE AGENDA

Participants

Dr. Betty Tuck - ABE Project Director

John Laue - Writer, FWL

Felix Rabauliman - ABE Coordinator

Carmen Bigler - ABE Marshalls

Erakrik Samuel - ABE Instructor

Net Sangua - ABE Spec. Truk

Rerat Robert - ABE Coordinator

John Chodad - ABE SPEC. Yap

Edgar Edwards- ABE Spec. Ponape

Victor Joseph - ABE Spec. Palau

*John Romisher - Univ. of Guam

*Daiziro Nakamura - Public Affairs Rep.

*Sam McPhetres - Public Affairs Rep.

*Gus Moses - Chief of Indian Affairs
Continuing Adult Ed.

*Ray Lawerenson - RPO, Region IX.

* possible participants

Oct. 13 (Sunday).....Participants arrival

Oct. 14 (Monday).....Orientation, Discussion on the agenda

Oct. 15 (Tuesday)....Welcoming, Introduction, Fed. Policy, etc.
District Program Presentation, etc.

Oct. 16 (Wednesday)..John Laue, work on the draft, translation, comments.

Oct. 17 (Thursday)...Work on Translation, presentation 1st draft.

Oct. 18 (Friday).....Rev. for typographical errors, final, Adm. matters
Social Hour (No Host Party)

Oct. 19 (Saturday)...Departure

APPENDIX B (Cont'd.)

Far West Laboratory/Pacific Trust Territory Dept. of Education

JOINT WORKSHOP FOR ABE - October 14-18, 1974

AM MON. 14	TUES. 15	WED. 16	THURS. 17	FRI. 18
Introductions and Plan David Ramarui, Dir. of Ed. Strik Yoma, Dir. Pub. Affairs Felix Rabauliman Betty Tuck Joe Oakey	Marianas Dist. / Yap Dist. — John Laue Advisors 1. Felix Rabauliman, Agnes McPhetres, John Rowlsher 2. Senator John Magafel - - - - - - - - - - - - Staff Development Review 4 Dists. - Betty Tuck, Joe Oakey	Truk Dist. / Ponape Dist. — John Laue Advisors 1. Rerat Robert, Marceleno Umwich 2. Gus Moses, Strik Yoma, Joe Oakey - - - - - - - - - - - - Staff Development Review 4 Dists. - Betty Tuck, John Rowlsher	Continuation of small groups working on translations ⟷	
AFTERNOON Local presentation of local customs. Stories and questions for teachers John Laue Sam McPhetres, Researcher ESG Daiziro Nakamura, Public Affairs	Marshalls Dist. / Palau Dist. — John Laue Advisors 1. Dwight Heine 2. David Ramarui - - - - - - - - - - - - Staff Development Review 4 other Dists. - Betty Tuck, John Rowlsher	General Review ABE Program Specialists DOE Staff FWL Staff	Continuation of small groups working on translations	Conclusions and Next Steps Jan. 20-24, '74 Saipan
EVENING Review of written material and beginning of translations Gus Moses John Laue	FILMS (Staff Development) John Rowlsher (DOE Projector Arrangements)	Carl Heine Office of Public Affairs (Presentation on ESG progress) Discussion	FILMS (Family Life Ed.) Betty Tuck	PARTY

Far West Laboratory
Pacific Trust Territory
Adult Education Workshop

Saipan - October 1974

Evaluation

	Most helpful	Helpful	Not helpful
1. General session Monday a.m.	50%	50%	
2. Presentation of stories, Monday p.m.	66 2/3%	33 1/3%	
3. Individual District Story	16 2/3%	83 1/3%	
4. Use of Advisors on Stories	83 1/3%	16 2/3%	
5. Curriculum planning	50%	50%	
6. Plan for special project (309 - Curriculum Development)	50%	50%	
7. Speakers from ESG	16 2/3%	83 1/3%	
8. Speakers from Office of Public Affairs	16 2/3%	33 1/3%	50%
9. Speakers from Congress	C A	N C E	L L E D
10. Films: 1. Bikinians	50%	33 1/3%	16 2/3%
2. The Morning After	16 2/3%		
11. Hotel accommodations	16 2/3%		83 1/3*

12. Other comments to improve the next meeting:

*Accommodations too expensive. Some participants used friends' homes.

APPENDIX C

ADULT BASIC EDUCATION ..... EDUCATION ADULT WAY

TRUST TERRITORY OF THE PACIFIC ISLANDS

SAIPAN MARIANA ISLANDS

ABE CURRICULUM & STAFF DEVELOPMENT WORKSHOP
Monday, January 20, 1975
DOE Conference Room
8:00 a.m.

*****General Session*****

Welcoming ..... David Ramarui, Trust Territory Director, ED.
Gus Moses, Chief, Adult, Voc. & Con't Ed.
Betty Tuck, FWL, ABE Director
John Romisher, University of Guam, ABE Consultant
John Lawe, FWL, Writer

*****COFFEE BREAK*****

District ABE Program Report ..... Herman Sablan, Marianas
Erakrik Samuel, Marshalls
Victor Joseph, Palau
Elsymer Helan, Ponape
Net Sangua, ABE Truk
Rerat Robert, AE Coord. Truk
John Tharngan, Yap (first day)
Henry Michalk - DWES, Yap

Review of Schedule ..... Participants

*****LUNCH*****

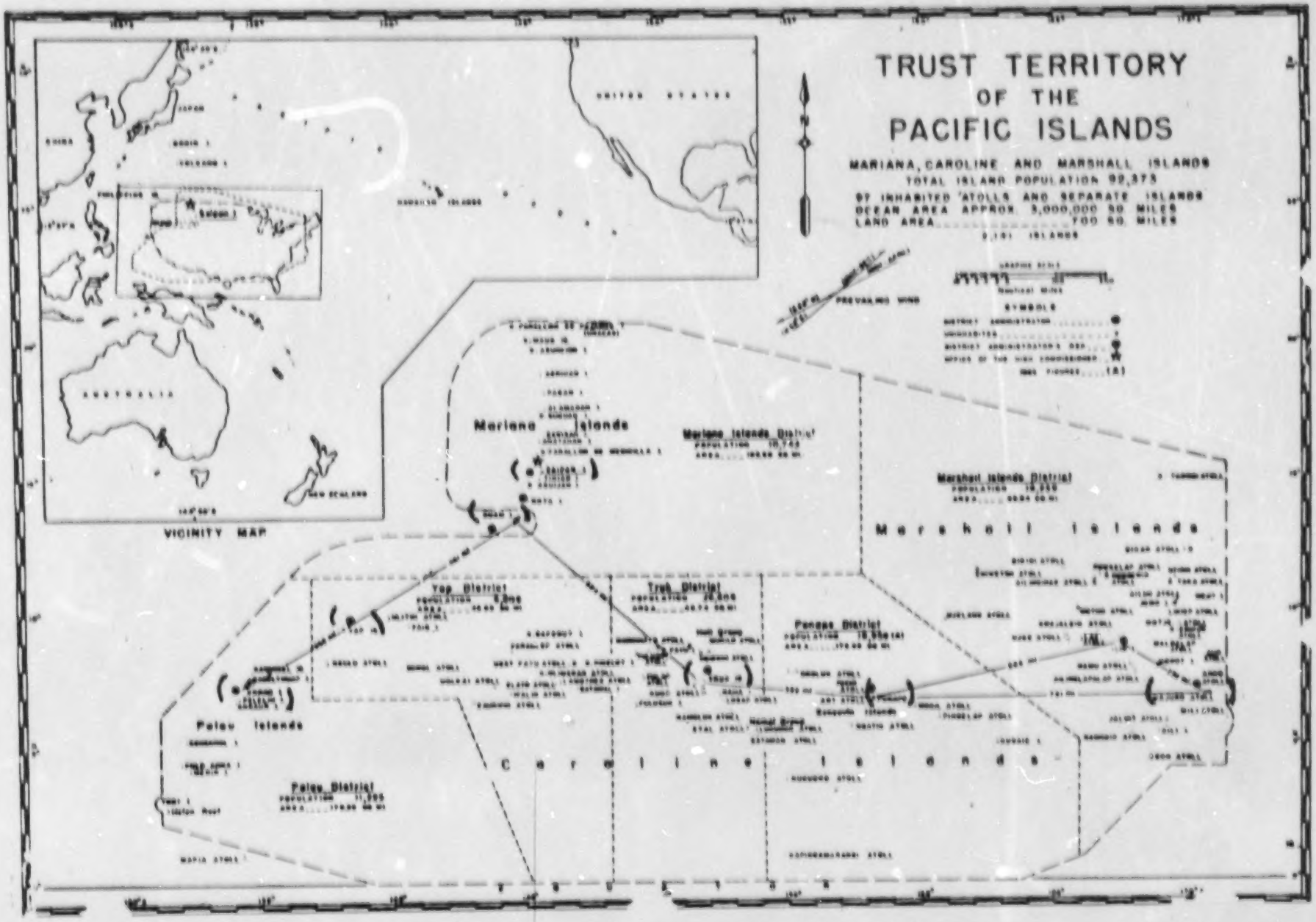
APPENDIX C (Cont'd.)
ABE CURRICULUM AND STAFF DEVELOPMENT WORKSHOP
January 1975

Adaptation of Agenda

Monday - Jan. 20 Morning - 8:00-11:30	Tuesday - Jan. 21	Wednesday - Jan. 22	Thursday - Jan. 23	Friday - Jan. 24
Continuation of the development of curriculum for ABE in the Trust Territory 8:00 - General Meeting Welcome 10:00 - High Commissioner's Report	8 a.m. - General Session Use of Teacher Guide	8 a.m. - General Session Review of "Political Options" materials	Continue review of Political Options format General Session: 1. Teacher's Guide 2. Complete Translation	Illustration and map presentations for the first section of the book General Session: 1. Palauan Translations 2. General Translations
Afternoon: 12:30-4:00 Topics - 1. Completion of stories and translations for first section (small groups) 2. Evaluation of Teacher's Guide (small groups)	Continuation of General Session Translation Corrections	Resources in the T. T. Library Explanation of how ABE teachers can use resources and materials from the library (Visit library)	Progress in staff development in the T. T. and Guam	Questions and discussion of final format for book and Teacher's Guide Plan for May workshop and summer implementation Administrative matters
Evening: 7:00-9:00 Continuation of above	Finalize Teacher's Guide revisions	Open Meeting Teacher Corps/Peace Corps Report Work on translations	Adult Education film "My Own Name" Discussion Use of school counselor in helping ABE Specialists locate films.	Final planning

Adult Basic Education Workshop
January 20 - 24, 1975

This is only a tentative schedule. It may be revised during the course of the workshop.


TRUST TERRITORY
OF THE
PACIFIC ISLANDS
MARIANA, CAROLINE AND MARSHALL ISLANDS
TOTAL ISLAND POPULATION 92,373
97 INHABITED ATOLLS AND SEPARATE ISLANDS
OCEAN AREA APPROX. 3,000,000 SQ. MILES
LAND AREA 700 SQ. MILES
VICINITY MAP
Mariana Islands
Marshall Islands
Caroline Islands
Palau Islands

APPENDIX E

Cooperating Agencies

The following agencies cooperated in conjunction with this Project:

Office of the Attorney General, Trust Territory of the Pacific Islands

Office of Public Affairs, Trust Territory of the Pacific Islands

Department of Education, Trust Territory of the Pacific Islands

Department of the Interior, Trust Territory of the Pacific Islands

Congress of Micronesia, Trust Territory of the Pacific Islands

Region IX Staff Development Project, Far West Laboratory

University of Guam, Agana

Community College of Micronesia, Ponape

Micronesian Occupational College, Palau

APPENDIX F

ABE SPECIALISTS' ADDRESSES

[1]Mr. Lino Olopai
District ABE Specialist
c/o District Dept. of Education
Saipan, Mariana Islands 96950

[2]Mrs. Carmen Milne Bigler
District ABE Specialist
c/o District Dept. of Education
Eastern Caroline Islands
Majuro, Marshalls 96960

Mr. Victor Joseph
District ABE Specialist
c/o District Dept. of Education
Western Caroline Islands
Koror, Palau 96940

[3]Mr. Edgar Edwards
District ABE Specialist
c/o District Dept. of Education
Eastern Caroline Islands
Kolonia, Ponape 96941

Mr. Rerat Robert (Eruo Airam)
District ABE Specialist
c/o District Dept. of Education
Eastern Caroline Islands
Moen, Truk 96942

[4]Mr. John Chodad
District ABE Specialist
c/o District Dept. of Education
Western Caroline Islands
Colonia, Yap 96945

[1]Lino Olopai
Joined the men from Satawal in the sailing canoe and left for two years. He was replaced by Herman Sablan.

[2]Carmen Milne Bigler
Was elected as the first woman to the Congress of Micronesia, January 1975, with her replacement as ABE Specialist to be available by Fall 1975.

[3]Edgar Edwards
Was elected to the Congress of Micronesia in January 1975. He was replaced as ABE Specialist by Elsyner Helan in the Summer of 1975.

[4]John Chudad received a scholarship to study in New Mexico, Fall 1974. To date he has not been replaced. John Thorngan, social studies teacher, and Henry Michalk, District consultant of Yap, substituted.

FELIX F. RABAULIMAN

TITLE: State ABE Director
Headquarters Education Department

EDUCATION: PICS (Pacific Islands Central School) 1952
University of Guam - 1958

PROFESSIONAL EXP: Elementary School Teacher - 1952-58

Elementary School Principal - 1959-66

Jr. High Vice Principal - 1966-67

ABE Assistant Director - 1971

ABE Director - 1972

WORKSHOP/ATTENDED:

ABE/TESOL SEMINAR, University of Wisconsin, Milwaukee-1971

ABE SEMINAR - University of Hawaii - 1973

National Association for Public and Continuing Education

Dallas Conference - 1973

CARMEN MILNE BIGLER

TITLE: Local ABE Director - Majuro, Marshalls

EDUCATION: PICS (Pacific Islands Central School) Truk/Ponape

University of Hawaii, B.A. 1967

PROFESSIONAL EXP.: High School Teacher - 1962

Librarian - 1961

Seminar Teacher - 1964

Adult Education Coordinator - 1968

WORKSHOP/SERVICE:

TESL Certificate, University of Gaum 1968

ABE Service, University of Hawaii 1972

TESL Training, Saipan 1969

San Francisco ABE Region IX Planning meeting - 1973

Trust Territory-ABE-Far West Laboratory Workshop - Ponape 1973

APPENDIX F (Cont'd.)

LINO OLOPAI

TITLE: Local ABE Director - Saipan, Marianas

EDUCATION: Junior High School - 1955

PROFESSIONAL EXPERIENCES:

Police Force - 1968

Language Informant Peace Corps - 1970

WORKSHOP/ATTENDED:

Police Academy, College of Guam - 1967

Language Informants - Workshops - 1969

Pacific Language Development Project - 1970

APPENDIX F (Cont'd.)

EDGAR W. EDWARDS

TITLE: Local ABE Director - Kouonia, Ponape

EDUCATION: High School 4 years - Guam

PROFESSIONAL EXP.: Clerk of Court

Translater/Interpreter

WORKSHOP/ATTENDED: ABE Teacher Seminar - Hawaii

JOHN CHODAD

TITLE: Local ABE Director - Colonia, Yap

EDUCATION: High Schools - Yap

TESL Training - Summer Yap

PROFESSIONAL EXP.: Elementary Teacher

ABE Teacher Yap

WORKSHOP/ATTENDED:

ABE TESL Training - Saipan

ABE Teacher Seminar - Hawaii

E.S.L.-Far West Laboratory Workshop - Hawaii - 1973

Trust Territory-ABE-Far West Laboratory Workshop - Ponape - 1973

VICTOR JOSEPH

TITLE: Local ABE Director - Koror, Palau

EDUCATION: Melekeok Elementary School (Melekeok - 1953-54-55-56)

Mendszenty School Koror - 1956-57-58-59-60-61

George Washington High School - Guam - 1961-62-63-64-65

College of Guam - 1965-66

MTEC (Micronesian Teachers Education Center) Ponape - 1968-69

Self learning training - 3 months - Saipan

PROFESSIONAL EXP.: Classroom Teacher

Headteacher

ABE and ADULT EDUCATION SUPERVISOR

WORKSHOP/ATTENDED:

ABE Teacher Seminar - Hawaii

E.S.L. Workshop-Far West Laboratory - Hawaii - 1973

ABE Workshop-Trust Territory-Far West Laboratory - Ponape - 1973

16. PARTICIPANT CHARACTERISTICS

APPENDIX G

a. FOR ADULT EDUCATION TEACHER TRAINING (13.402) AND ALL EDUCATION PROFESSIONS DEVELOPMENT PROGRAMS (13.418, 13.417, 13.502, 13.504, 13.505, 13.506, 13.545, and 13.546) PROVIDE THE FOLLOWING DATA FOR PARTICIPANTS:

PARTICIPANTS	AMERICAN INDIAN		ORIENTAL		NEGRO/ BLACK		SPANISH-SURNAMED		Micro-nesians		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
PRIMARY[1]											
ADMINISTRATORS									7	1	8
GUIDANCE COUNSELORS											
TEACHER COUNSELORS											
TEACHER MEDIA SPECIALISTS											
TEACHER TRAINERS											
TEACHERS											
PARAPROFESSIONALS											
OTHERS (Specify)											
SECONDARY[2]									4		4
TOTALS									11	1	12

1. PARTICIPANTS FOR WHOM THE TOTAL PROJECT WAS DESIGNED
2. PARTICIPANTS WHO RECEIVED PARTIAL, SHORT-TERM, OR INTERMITTENT TRAINING.

b. FOR ADULT EDUCATION SPECIAL PROJECTS (13.401) PROVIDE THE FOLLOWING DATA FOR TARGET GROUPS:

AGE GROUPS	AMERICAN INDIAN		ORIENTAL		NEGRO/ BLACK		SPANISH-SURNAMED		Micro-nesians		TOTALS
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
16 - 24											
25 - 34									7	1	8
35 - 64 OR OVER											
TOTALS									7	1	8

SIGNATURE OF PROJECT DIRECTOR: Betty H Tuck DATE: 11/10/75

OEA DC 75-2031